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ABSTRACT

A study summarized the activities of two advisory bodies--the Program Advisory Committees (PACs) and Trade Advisory Boards (TABs)--at Saskatchewan Institute of Applied Science and Technology (SIAST). Minutes from all meetings were collected, reviewed, and analyzed according to the main areas of concern for the advisory committees: curriculum/instruction, standards, facilities/equipment, marketing/public relations, labor market, program review, and equity. Analysis of the minutes of the PACs showed that the participation rate was high with 95 percent of the PACS meeting at least once. They provided 160 formal recommendations to programs, of which 105 had been resolved or completed. PACS focused the most attention on curriculum, followed by marketing/public relations, standards, labor market, and facilities/equipment. PACs paid the least attention to equity. Analysis of the minutes of the TABs and their Curriculum Examination Development Boards (CEDB) showed the participation rate was down from last year, with 38 percent of the TAB/CEDBs meeting at least once. CEDBs provided only two formal recommendations to programs. Most attention was focused on curriculum and standards. PACS played a vital role in the ongoing operation of SIAST credit programs, whereas TABS showed less participation. (Appendixes include analyses of minutes of PACs and TABs, status of recommendations, and PAC membership geographic distribution.) (YLB)

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SIAST
SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Program Advisory Committees Summary Report

1994-95 Academic Year

Prepared by:

SIAST Research and Development

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January 30, 1996

1.0 Executive Summary

The Program Advisory Committees (PAC) and Trade Advisory Boards (TAB) play an important role in the on-going development and delivery of credit programs at Saskatchewan Institute of Applied Science and Technology (SIAST). The purpose of this report is to summarize the activities of these advisory bodies for the 1994-95 academic year (July 1, 1994 to June 30, 1995). This report is based on an analysis of the minutes from meetings held during that time.

1.1 Summary of Analysis

As outlined in the ***Program Advisory Committee Policy Manual***, the main areas of concern for SIAST advisory bodies include: curriculum and instruction, program standards, facilities and equipment, marketing/public relations, labour market, program review, and equity. The minutes of meetings are analysed to determine the extent that these areas are being fulfilled by the advisory bodies. The analysis of the minutes of the PACs shows that:

- The participation rate continues to be high with 58 (95%) of the PACs meeting at least once, and 15 (25%) of PACs meeting more than once.
- Committees provided 160 formal recommendations to programs. Of these recommendations, 105 (66%) have been resolved or completed, 50 (31%) are in progress, and only 5 (3%) have had no action.
- There continues to be variance in the amount of attention that PACs give to the different areas of concern. The PACs focused the most attention on curriculum (58 committees or 95%) followed by marketing/public relations (49 committees or 80%), standards (48 committees or 79%), labour market (44 committees or 72%), and facilities/equipment (40 committees or 66%). PACs paid the least attention to equity (18 committees or 30%), which is still a new area of concern now identified in the policy manual. Finally, 32 (53%) of the PACs participated in the program review process.

The analysis of the minutes of the TABs and their Curriculum Examination Development Boards (CEDB) shows that:

- The participation rate is down from last year with 9 (38%) of the TAB/CEDBs meeting at least once, while none of the TAB/CEDBs met more than once.
- There are also very few recommendations coming forth. CEDBs provided two formal recommendations to programs. Of these recommendations, one has been resolved or completed, and the other is in progress.
- In terms of the areas of concern, most attention was focused on curriculum (9 CEDBs or 38%) and standards (9 CEDBs or 38%).There was no attention given to facilities/equipment, labour market, marketing/public relations, or equity. Two TABs (8%) participated in program review.

1.2 Conclusions

This report provides evidence that our Program Advisory Committees (PACs) play a vital role in the on-going operation of SIAST credit programs. The consistently high participation rates (95% this year) attests that the roles and responsibilities of the committees are taken seriously. This review of activities also indicated that recommendations have been given serious consideration by the program and institute, and implemented whenever possible. Of the 160 recommendations, 155 (97%) are either completed or in progress towards completion.

In terms of the Trade Advisory Boards (TABs), there continues to be less participation, few recommendations and little informal input coming from TABs for our apprenticeship-related programs. This demonstrates the need to improve the linkage between SIAST apprenticeship-related programs and their related TABs. This will require working in partnership with the provincial Apprenticeship and Trades Certification Unit.

There are some improvements in advisory committee functioning that can be made as well. As there is still considerable variance in attention given to each of the main areas of concern for advisory bodies, some PACs need to increase their focus on more of the areas of concern, especially labour market conditions, facilities and equipment, and equity. Interest in these areas could be encouraged or developed by creating an agenda that includes all the main areas of concern. Another issue raised this year involves the need for equity representation in the membership of the PACs. These and other issues can be further examined during the policy review scheduled for 1995-96.

In summation, though, the program advisory bodies continue to be an important and effective link to the external community for SIAST. As we work through the challenges on our horizon, we can have confidence in this partnership and in the positive working relationships established with our advisory bodies.

2.0 Overview of Advisory Bodies

2.1 Introduction

The Program Advisory Committees (PAC) and Trade Advisory Boards (TAB) play an important role in the on-going development and delivery of credit programs at SIAST. This summary report examines the activities of our advisory bodies through an analysis of the minutes from the PAC and TAB meetings held in 1994-95.

The importance of our formal advisory bodies was re-affirmed in the revised policy manual (December, 1993):

> ***The Board wishes to confirm its belief and confidence in the effectiveness of program advisory boards in ensuring that our programs remain relevant, contemporary and responsive to the expectations of the world of work. Therefore, these committees can only remain effective if they stand apart from the delivery of training, offering dispassionate, informed advice (from the policy manual Preamble).***

To remain effective, educational institutes need meaningful support for and direct involvement in their activities and decision making by their external advisory bodies. This is a two-way street. This involvement from the external community requires an awareness of ways that the community can support the goals of the institute. On the other side, the program faculty/staff need to believe that the community can assist with the accomplishment of program and institute goals. This partnership depends on frequent communication both formally and informally between the program and the stakeholders in the community. As well, there needs to be a wide range of possible involvement activities available to the community members including activities in support of decision making and instruction. Advisory bodies provide some of the ways to obtain this direct community involvement.

This importance of community involvement is also identified in a review of the literature on effective educational institutions. From the literature, there are several key elements in an institute's operation that support strong community involvement. Most of these key elements are present in the SIAST approach to our PACs and TABs, as will be outlined in this report.

The elements that support strong community involvement include: (a) **policies and procedures** which legitimize and guide the direct involvement of community members in the program; (b) **administrative support** which facilitates involvement and includes funds, materials, and human resources; (c) **training** which may be required for both the community members and the staff involved; (d) **partnership approach** in which stakeholders are offered various options for their involvement (e.g., from advisory to direct instructional activity); (e) **communication** going both ways must be a priority; (f) **recognition** of community members for their contributions; (g) **equity** which requires that special efforts are made to involve representatives of equity groups;

(h) **evaluation** of the involvement of community in the various aspects of program planning, development and delivery, and outcomes; and,
(i) **accountability** in which indicators of institute effectiveness are periodically published and provided to community members to foster communication and stimulate public support.

2.2 Role of Program Advisory Committees

SIAST utilizes PACs for programs with credentials of certificate, advanced certificate, and diploma. At present there are 61 separate PACs in place. Some of these are joint committees in which closely related programs are served by one common committee. The establishment of PACs and changes to their membership are subject to approval by the SIAST Board of Directors. A list of the current committees and boards is provided in the appended detailed analysis of PAC minutes (Appendix A).

The PAC is a formal forum for direct representation from the external stakeholders of the program. The primary purpose of the PACs is to provide an effective link between business/industry and SIAST programs by utilizing representatives from private and public sector employers, labour/employees, professional associations, and program graduates as advisors to our programs. The PAC members advise on matters dealing with the program policies, planning, curricula, standards, and practices to ensure the delivery of high quality, current and relevant occupational training.

The ***Program Advisory Committee Policy Manual*** provides guidance and direction for the activities of the PAC. The revised manual was approved by the SIAST Board of Directors in December, 1993. The PACs are requested to meet formally on a regular basis (i.e. twice each year). The PACs may also form ad hoc sub-committees to examine specific issues throughout the year.

The main functions of a PAC outlined in the policy manual include:

1. Curriculum and instruction:

   - Identifying appropriate program objectives, content and relative emphasis that should be given to that content;
   - Advising about potential changes to program content; and,
   - Assisting in the identification of program strengths and weaknesses through their contacts with business and industry.

2. Standards:

   - Defining minimum student performance standards expected in the world of work.

3. Facilities and equipment:

- Assessing the adequacy of the physical plant, program equipment and general training conditions.

4. Marketing and public relations:

- Encouraging the development of sound public relations programs supporting institute training and employment opportunities.

5. Labour market:

- Responding when requested to undertake studies on issues directly affecting the program, i.e. provincial training needs, employment patterns, etc.;

6. Equity:

- Encouraging an understanding of education equity and human rights issues which relate to program curriculum, equipment, and accommodation for persons with disabilities.

- Encouraging an understanding of employment placement issues which affect education equity students and our employer community.

7. Program review:

- Participating actively in program reviews. (Programs are to be reviewed at five year intervals.)

2.3 Membership

Members on program advisory committees come from all across Saskatchewan. A recent analysis of the geographic distribution of members indicates that the largest numbers of members come from urban centres: Regina (38.5%), Saskatoon (28.3%), Prince Albert (7.9%) and Moose Jaw (3.8%). All other locations including rural areas total 21.5%. For the detailed breakdown of all locations, please see the table "Program Advisory Committee Membership Geographic Distribution" in Appendix D.

2.4 Role of Trade Advisory Boards

Training for apprentices in Saskatchewan is administered by the province's Apprenticeship and Trade Certification Unit. The work of this branch is assisted by three appointed public boards: the Provincial Apprenticeship Board, the Trade Advisory Boards, and the Curriculum and Examination Development Boards.

Provincial Apprenticeship Board. The Provincial Apprenticeship Board is comprised of representatives from various business/industry, organized labour, and equity organizations. This Board provides guidance to the Apprenticeship Branch on the overall administration of apprenticeship training in the province, such as changes to regulations or the designation of a new trade. In 1994, SIAST became a voting member of the Provincial Apprenticeship Board. Dr. Neil Clarke, Principal of Palliser Institute, currently represents SIAST on the Provincial Apprenticeship Board.

Trade Advisory Boards. Trade Advisory Boards (TAB) are established through the Apprenticeship and Trade Certification Act for every designated trade in the province. The TABs meet about every 18 months, with any sub-committees meeting throughout the year. Meetings of the TAB are conducted by the Apprenticeship and Trade Certification Unit. SIAST does not have voting membership on any TAB, although SIAST program representatives are present at the meetings to give reports and to participate in the discussions.

For any certified trade with a provincial Trade Advisory Board (TAB), this TAB also functions in the program advisory capacity for any trade-related training program. There are now 24 TABs that provide information to our apprenticeship and related pre-employment programs. Four other TABs have no training activities set up to-date. For a list of TABs please refer to the analysis of minutes for TABs in Appendix B.

As outlined in the provincial regulations (II-7-10), the responsibilities of the TABs include: (a) provide guidelines for the evaluation of trade experience and training and the granting of credit and advanced standing; (b) assist in the development and/or revision of apprenticeship training programs in the trade and its sub-trades; (c) assist in the development and revision of examinations for apprentices and tradespersons; and, (d) make recommendations respecting various aspects of the administration of apprenticeship training.

Curriculum and Examination Development Board. Each TAB may also establish a Curriculum and Examination Development Board (CEDB) to deal with issues related to program content. As outlined in the provincial regulations (II-8-6), the responsibilities of the CEDB include: develop or revise curricula; develop or revise examinations; and participate in developing, revising and validating interprovincial standard examinations. These CEDBs work very closely with SIAST faculty in the development of curriculum materials, examination questions, and other evaluation instruments. In this report, the meetings of the CEDBs have been counted along with the meetings of the TABs.

3.0 Activities of PACs and TABs

3.1 Methodology

This summary of activities has been gleaned from the minutes of all the PACs and TABs that met at least once in the 1994-95 academic year. Minutes from all meetings are collected and reviewed by Research & Development, Secretariat. This provides SIAST-wide monitoring of the advisory groups' activity and input. Input on certain common issues (e.g., occupational standards, entrance requirements, etc.) can also be used in strategic planning and common policy development.

The minutes were analyzed according to the main areas of concern for the advisory committees: curriculum/instruction, standards, facilities/equipment, marketing/public relations, labour market, program review, and equity. This analysis is simply based on the occurrence of any discussion or recommendation dealing with any one of the main areas of concern. The detailed summary of this analysis of the minutes is appended; for PACs refer to Appendix A and for the TABs see Appendix B.

This year, the recommendations coming from the meetings have also been followed up with the program administration to determine current status. This status has been summarized by program in the table "Status of Recommendations" (Appendix C).

3.2 Summary of Analysis

The analysis of the minutes from meetings since 1992 has been summarized on the Table 1 on the following page. This is followed by two graphics for the PACs and the TABs, showing the comparison between results from the last two years. A detailed discussion of the results for each area of concern is then outlined in section 3.3.

Meetings. For PACs, 58 of the 61 (95%) committees met at least once, the same number as from 1993-94. As well, 25% of PACs met more than once, also the same as last year. The committees that did not meet this year were Agriculture Production (Wascana), Computer Systems Technology (Kelsey) and Production Line Welding (Palliser).

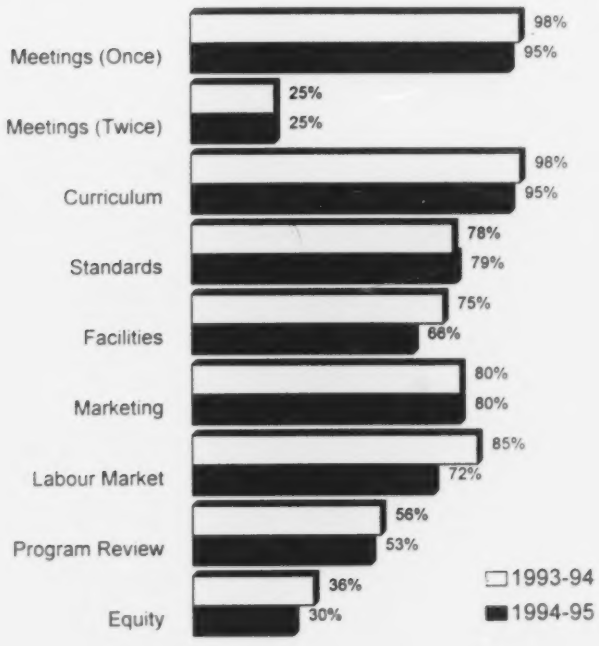
None of the TABs met this year, although 9 of the 24 (38%) boards held at least one Curriculum and Examination Development Board (CEDB) meeting. None of these CEDBs' had more than one meeting. Last year, 15 TABs met at least once. The lack of meetings for this year was due primarily to the delay of re-appointing the TAB members until after the provincial election. Boards will resume regular meetings in 1995-96.

TABLE 1: Summary of Activities (1992 - 1995)

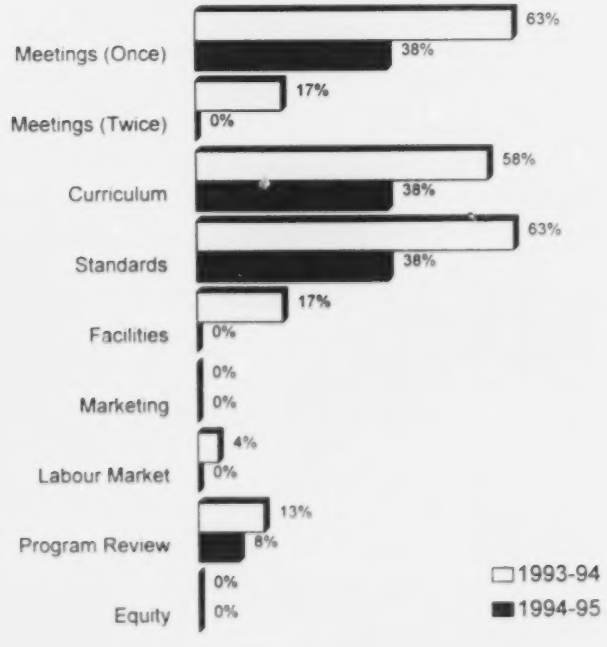
						Minutes Revealed Discussions Regarding:													
	Total	Meeting Once		Meeting Twice		Curriculum Instruction		Standards		Facilities/ Equipment		Marketing/ Public Relations		Labour Market		Program Review		Equity	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PAC 91-92	59	47	80%	n/a		47	80%	43	73%	24	41%	28	48%	32	54%	17	29%	n/a	
PAC 92-93	57	54	95%	n/a		53	93%	46	81%	31	54%	42	74%	45	79%	24	42%	n/a	
PAC 93-94	59	58	98%	15	25%	58	98%	46	78%	44	75%	47	80%	50	85%	33	56%	21	36%
PAC 94-95	61	58	95%	15	25%	58	95%	48	79%	40	66%	49	80%	44	72%	32	53%	18	30%
TAB 91-92	24	17	71%	n/a		14	58%	13	54%	2	8%	2	8%	6	25%	4	17%	n/a	
TAB 92-93	21	10	48%	n/a		10	48%	9	43%	3	14%	1	5%	2	10%	6	29%	n/a	
TAB 93-94	24	15	63%	4	17%	14	58%	15	63%	4	17%	0	0%	1	4%	3	13%	0	0%
TAB 94-95	24	9	38%	0	0%	9	38%	9	38%	0	0%	0	0%	0	0%	2	8%	0	0%

(Note: Percentages are calculated by dividing the number of responses by the total number of PAC's or TAB's.)

Program Advisory Committee Meetings and Discussion Topics



Trade Advisory Boards Meetings and Discussion Topics



3.3 Discussion

1. Recommendations:

There were a total of 160 recommendations put forward by 46 PACs through formal motions during the meetings. Of these recommendations, 105 (66%) have been resolved or completed, 50 (31%) are in progress, and only 5 (3%) have had no action. Animal Health Technology had the most recommendations (14) while several PACs had no formal recommendations.

For TAB/CEDBs, there were two recommendations dealing with curriculum and instruction for the Machinist program. One of these has been completed, and the other is in progress.

2. Curriculum and instruction:

For the PACs, 58 of the committees (95%) examined with the content or delivery of the program through discussion. This is a slight decrease of 3% from last year (98%). However, as in previous years, this factor continues to receive the most attention by PACs. As well, there were 101 formal recommendations from 38 committees, with the Animal Health Technology committee making the most recommendations (14) in its attention to redesigning the curriculum in that program.

Recommendations deal with formal changes to the program that need to go through the program approval process, such as the restructuring of the diploma nursing program to join with the university in the new diploma/degree program. Recommendations also focus on changes to the program that can be made with institute level approval. In the Computer Information Systems committee made six recommendations for improving the curriculum for that program. Or even larger projects may be suggested, such as, that the Medical Laboratory Technology program undertake a total curriculum review and program redesign beginning in the fall of 1995. This curriculum redesign is now in progress as part of an inter-provincial partnership project. Civil Engineering Technology and Computer Aided Design and Drafting Technology dedicated their entire meetings to a curriculum validation exercise as part of national accreditation requirements.

For the TABs, 9 (38%) CEDBs dealt with program content or delivery. This is a decrease from 14 (58%) last year, due to fewer TABs meeting this year. However, all of the CEBDs that did meet dealt with the program curriculum in some fashion.

The two recommendations for the curriculum of the Machinist program were: (a) that a one week practicum be added to the program (in progress), and (b) that the amount of shaper training be reduced (completed).

3. Standards:

For the PACs, 48 (79%) discussed or recommended some change to the standards of the program, a slight increase from 1993-94 (78%). This continues to reflect the on-going discussions around standards for programs in areas such as entrance requirements or occupational standards.

There were 24 recommendations from 19 committees directed at program standards with the Emergency Health Care committee having the most recommendations (4). For example, the Emergency Health Care committee recommended a change in certification for the Paramedic program from a certificate to a diploma, as well as the creation of a new program in EMT-Advanced. The Truck Driver Training committee suggested that Woodland pursue national accreditation for the program.

A recommendation for a formal change in entrance requirements came in the Industrial Electronics Technician/Technology program that both Physics 20 and Physics 30 be a prerequisite for entrance to the IETT program. This has since passed through reviews by Academic Council, SIAST Management Team, and was approved by Board (December 19, 1995).

For the TABs, 9 (38%) of the CEBDs examined standards, another decrease from 15 (63%) last year, again due to the decrease in meetings being held. All of the CEBDs that did meet discussed program standards in some way, although there were no formal recommendations to the programs. Standards and curriculum were given the most attention by TABs this year as this is the prime responsibility of the CEBDs.

4. Facilities/equipment:

For the PACs, 40 (66%) discussed or recommended some change to the facilities or equipment of the program. This is a decrease from 44 (75%) last year.

There were seven recommendations from six programs dealing with facilities or equipment, with the Applied Photography committee providing the most recommendations (two). For example, the Applied Photography committee suggested that students purchase their own 35mm camera, and also that some specific equipment be purchased. The Architectural Engineering Technology committee recommended that a shared computer lab be introduced.

For the TABs, none of the CEBDs dealt with facilities, also down from four (17%) last year. This indicates a gap in the information needs of the apprenticeship-related programs.

5. Marketing/Public relations:

For the PACs, 49 (80%) discussed or recommended some action to be taken regarding marketing the program or program graduates. This is a slight increase from the 47 (also 80%) of last year.

There were 19 recommendations from 11 committees dealing with marketing or public relations, with the Applied Arts committee making the most (eight) recommendations. For example, the Applied Arts committee had suggestions directed at establishing scholarships, distributing brochures and creating other means to promote the program. The Audiovisual Technician committee called for a change in the program name (to Audiovisual Communications) to better reflect the curriculum.

For the TABs, none of the CEBDs looked at marketing, also the same as last year. This indicates another information gap for the apprenticeship-related programs.

6. Labour market:

For the PACs, 44 (72%) discussed the current or future labour market. This is down from 50 (85%) last year.

There were seven recommendations from five programs dealing with the labour market. The Applied Arts committee again had the most (three) recommendations dealing with an issue related to the use of a needs assessment. Another example of a recommendation from the Medical Radiation Technology committee was to develop a detailed employment profile survey. This survey was completed and then used to gather data which informed the discussions on reducing the program intake. The Heavy Equipment Operator committee similarly recommended that the program conduct labour market research to determine skill shortages (now in progress).

For the TABs, none of the CEBDs discussed the labour market situation, compared to one (4%) last year. This also shows an additional information need that is not being met by the TABs.

7. Equity:

Equity was a new focus added in the revision of the policy manual in 1993. This year, 18 PACs (30%) discussed equity issues in the program or with committee membership compared with 21 (36%) from last year.

There were two recommendations from two committees dealing with equity issues. The Early Childhood Development/Rehabilitation Worker/Youth Worker joint committee recommended that an aboriginal

person be added to the program staff (completed). The Operating Room Nursing & Techniques committee suggested that the PAC include a member from an equity target group (completed with an aboriginal nurse).

None of the TABs dealt with equity issues (same as last year), another information gap for apprenticeship-related programs.

8. Program review:

For the PACs, 32 (53%) were involved with a program review similar to 33 (56%) last year. PACs are involved regularly in the process of program review over a number of years, starting with the initial data collection, receiving the final report and subsequent follow-up reports on the actions taken in response to the recommendations. There are usually no recommendations dealing directly with program review.

Two TABs (8%) were involved directly with a program review compared with three (13%) last year. This can be attributed to the lack of meetings of TABs as well as the scheduling of program reviews with fewer trades programs being reviewed in 1994-95.

3.4 Conclusions

This report provides evidence that our PACs play a vital role in the on-going operation of SIAST credit programs. This role has three main functions: providing direct suggestions to program in any of the areas of concern; reviewing and supporting suggestions that the program staff bring forward for review; and monitoring the changes made in their program area. The consistently high participation rates (95% this year) attests that these functions are taken seriously and engaged with responsibility.

This review of activities has identified the areas where PACs have provided input and made recommendations to improve the effective functioning of SIAST programs. The review of the minutes also indicated that recommendations have been given serious consideration by the program and institute, and implemented whenever possible. Of the 160 recommendations, 155 (975) are either completed or in progress towards completion. Specifically 105 (66%) have been resolved, 50 (31%) are in progress, and only 5 (3%) have had no action. For example, numerous proposals to change elements of specific programs have been initiated into the program approval process this year (e.g., the nursing program partnering with university).

In terms of the TABs, there continues to be less participation, few recommendations and little informal input coming from TABs for our apprenticeship-related programs. This demonstrates the need to improve the linkage between SIAST apprenticeship-related programs and their related TABs.

This will require working in partnership with the provincial Apprenticeship and Trades Certification Unit.

There are some improvements in advisory committee functioning that can be made as well. As there is still considerable variance in attention given to each of the main areas of concern for advisory bodies, some PACs need to increase their focus on more of the areas of concern. Curriculum and standards continue to be the main focus, along with public relations and marketing. However, less than 75% of committees dealt with the labour market conditions (44 committees or 72%), facilities and equipment (40 committees or 66%), or equity (18 committees or 30%). Interest in these areas could be encouraged or developed by creating an agenda that includes all the main areas of concern. Another issue raised this year involves the need for equity representation in the membership of the PACs. These and other issues can be further examined during the policy review scheduled for 1995-96.

In summation, though, the program advisory bodies continue to be an important and effective link to the external community for SIAST. As we work through the challenges on our horizon, we can have confidence in this partnership and in the positive working relationships established with our advisory bodies.

Appendices:

Appendix A	Analysis of Minutes (PAC)
Appendix B	Analysis of Minutes (TAB)
Appendix C	Status of Recommendations
Appendix D	Program Advisory Committee Membership Geographic Distribution

Appendix A

Analysis of Minutes (PAC)

ANALYSIS OF MINUTES FROM PROGRAM ADVISORY COMMITTEES (1994-95)

PROGRAM	INSTITUTE	MEETINGS		CURR/INSTRUCTION		STANDARDS		FACILITIES/EQUIPMENT		MARKETING/PR		LABOUR MARKET		PROGRAM REVIEW		EQUITY	
		ONCE	TWICE	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM
Accountancy	Palliser	Y		Y						Y		Y		Y			
Admin /Public Admin /Business Admin	Pa/Wd	Y		Y		Y				Y		Y		Y			
Advanced Clinical Nursing	Wascana	Y		Y	2	Y	1					Y					
Agricultural Production	Wascana																
Animal Health Technology	Kelsey	Y	Y	Y	14									Y			
Applied Arts	Woodland	Y	Y	Y	2	Y		Y		Y	8	Y	3	Y			
Applied Photography	Wascana	Y		Y		Y	1	Y	2					Y			
Architectural Engineering Technology	Palliser	Y		Y	1	Y	1	Y	1	Y	1	Y		Y		Y	
Audiovisual Technician	Woodland	Y	Y	Y	2	Y		Y		Y	1			Y			
Biological Sciences Technology	Kelsey	Y		Y	1	Y		Y								Y	
Building Systems Technician/Operator	Wascana	Y		Y		Y	1	Y									
CADD Engineering Technology	Palliser	Y		Y		Y		Y		Y		Y				Y	
CAD/CAM & Mechanical Engineering	Kelsey	Y		Y	1	Y	1			Y							
Certified Combined Technician	Kelsey	Y	Y	Y	3	Y		Y		Y	1	Y		Y			
Chemical Dependency Worker	Woodland	Y	Y	Y		Y	1	Y		Y		Y					
Chemical Technology	Kelsey	Y		Y		Y		Y		Y	1					Y	
Civil Engineering Technology	Palliser	Y		Y		Y				Y		Y		Y		Y	
Computer Engineering Technology	Palliser	Y		Y	1	Y		Y	1	Y		Y		Y		Y	
Computer Information Systems	Palliser	Y		Y	6					Y		Y		Y		Y	
Computer Systems Technology	Kelsey																
Corrections Worker	Woodland	Y	Y	Y	4	Y	1	Y		Y		Y		Y			
Dental Assisting	Wascana	Y		Y	1	Y				Y				Y			
Dental Hygiene	Wascana	Y		Y	1	Y		Y		Y		Y					
Drafting Technician	Wascana	Y		Y	7	Y	1	Y		Y				Y			
Driver Training	Woodland	Y		Y	3	Y	1	Y		Y		Y		Y			
ECD/Rehab Worker/Youth Care Worker	Ke/Wd	Y	Y	Y	6	Y	1			Y	1	Y	1	Y		Y	1
Electrical Engineering Technology	Palliser	Y		Y		Y		Y		Y		Y		Y		Y	

(Abbreviations: CURR = Curriculum; PR = Public Relations; DISC = Discussion; RECOMM = Recommendation)

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ANALYSIS OF MINUTES FROM PROGRAM ADVISORY COMMITTEES (1994-95)

PROGRAM	INSTITUTE	MEETINGS		CURR/INSTRUCTION		STANDARDS		FACILITIES/EQUIPMENT		MARKETING/PR		LABOUR MARKET		PROGRAM REVIEW		EQUITY	
		ONCE	TWICE	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM
Electronic Communications Technician	Wascana	Y		Y	3	Y		Y		Y		Y					
Electronics Engineering Technology	Palliser	Y		Y	2	Y	1	Y		Y		Y		Y		Y	
Emergency Health Care	Wascana	Y	Y	Y	4	Y	4	Y	1	Y		Y					
Food Services Administration	Kelsey	Y	Y	Y	6	Y	1			Y		Y					
Gerontological Nursing	Wascana	Y		Y	1	Y	1	Y		Y		Y					
Graphic Arts Production	Wascana	Y		Y	1	Y	1			Y		Y					
Health Records Technology	Wascana	Y		Y	2			Y		Y		Y		Y			
Heavy Equipment Operator	Woodland	Y		Y		Y		Y		Y		Y	1	Y			
Home Care/Special Care Aide	Kelsey	Y		Y	1	Y		Y				Y					
Hotel & Restaurant Administration	Kelsey	Y		Y		Y		Y		Y				Y			
Ind. Electronics Technician/Technology	Kelsey	Y	Y	Y		Y	2	Y		Y	1	Y		Y			
Instrumentation Eng. Technology	Palliser	Y		Y		Y		Y		Y		Y		Y		Y	
Integrated Resource Management	Woodland	Y		Y		Y	1	Y		Y		Y		Y			
Library Technician	Kelsey	Y		Y				Y		Y		Y					
Major Appliance Servicing	Wascana	Y		Y	1			Y		Y		Y		Y			
Marketing	Palliser	Y		Y	1					Y		Y					
Medical Laboratory Technology	Kelsey	Y	Y	Y	2	Y		Y		Y		Y					
Medical Radiation Technology	Kelsey	Y	Y	Y	1	Y	1	Y				Y	1	Y			
Micro-Electronics Technician	Woodland	Y	Y	Y	2	Y		Y	1	Y		Y		Y		Y	
Nursing (Diploma) & Nursing Update	Ke/Wa	Y	Y	Y	5	Y		Y		Y		Y				Y	
Office Automation/Administration	Palliser	Y		Y	3							Y		Y		Y	
Office Education	Pa/Wa/Wd	Y		Y	1			Y		Y	1	Y					
Operating Room Nursing & Techniques	Wascana	Y		Y		Y				Y		Y		Y		Y	1
Outdoor Power Equipment Technician	Wa/Wd	Y		Y	2	Y		Y	1	Y	2	Y					
Pesticide Applicator	Wascana	Y		Y		Y		Y									
Pork Production Technician	Wascana	Y		Y	2	Y	2			Y	1						
Power Engineering	Kelsey	Y		Y		Y		Y		Y		Y					

(Abbreviations: CURR = Curriculum, PR = Public Relations, DISC = Discussion, RECOMM = Recommendation)

ANALYSIS OF MINUTES FROM PROGRAM ADVISORY COMMITTEES (1994-95)

PROGRAM	INSTITUTE	MEETINGS		CURR/INSTRUCTION		STANDARDS		FACILITIES/EQUIPMENT		MARKETING/PR		LABOUR MARKET		PROGRAM REVIEW		EQUITY	
		ONCE	TWICE	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM
Practical Nursing/Refresher	Wascana	Y		Y		Y		Y		Y							
Production Line Welding	Palliser																
Psychiatric Nursing	Wascana	Y		Y	2	Y				Y		Y		Y		Y	
Recreation & Leisure Diploma	Kelsey	Y	Y	Y	1	Y				Y		Y	1	Y			
Retail Meat Cutting	Kelsey	Y		Y	1					Y							
Survey Engineering Technology	Palliser	Y		Y	2	Y		Y		Y	1	Y				Y	
Water Resources Eng. Technology	Palliser	Y		Y		Y		Y		Y		Y		Y		Y	
TOTAL PAC	61	58	15	58	101	48	24	40	7	49	19	44	7	32	0	18	2

(Abbreviations: CURR = Curriculum, PR = Public Relations, DISC = Discussion, RECOMM = Recommendation)

Appendix B

Analysis of Minutes (TAB)

ANALYSIS OF MINUTES FROM TRADE ADVISORY BOARDS (1994-95)

PROGRAM	INSTITUTE	MEETINGS		CURR/INSTRUCTION		STANDARDS		FACILITIES/EQUIPMENT		MARKETING/PR		LABOUR MARKET		PROGRAM REVIEW		EQUITY	
		ONCE*	TWICE	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM
Agricultural Machinery Technician	Kelsey																
Barber Stylist	Woodland	Y		Y		Y											
Bricklayer (Masonry)	Palliser																
Carpenter	Joint	Y		Y		Y											
Cement Finisher	Palliser																
Cook	Joint	Y		Y		Y											
Cosmetologist	Woodland	Y		Y		Y											
Drywall & Acoustical Mechanic	TBA																
Electrician	Joint																
Electronics Technician (Consumer Products	Joint																
Floor Covering Installer	TBA																
Heavy Equipment Mechanics	Kelsey																
Industrial Instrument Mechanic	Palliser	Y		Y		Y											
Industrial Mechanic (Millwright)	Kelsey	Y		Y		Y								Y			
Insulator	TBA																
Ironworker	Palliser																
Machinist	Joint	Y		Y	2	Y								Y			
Motor Vehicle Body Repair	Joint																
Motor Vehicle Mechanic	Joint																
Painting & Decorating	TBA																
Partsperson	Kelsey																
Plumber	Kelsey	Y		Y		Y											
Refrig. & Air Conditioning Mechanic	Kelsey																
Roofer	Woodland																
Sheet Metal Worker	Kelsey																
Steamfitter-Pipefitter	Kelsey	Y		Y		Y											
Truck & Transport Mechanic Repair	Woodland																

(Abbreviations: CURR = Curriculum, PR = Public Relations, DISC = Discussion, RECOMM = Recommendation)

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ANALYSIS OF MINUTES FROM TRADE ADVISORY BOARDS (1994-95)

PROGRAM	INSTITUTE	MEETINGS		CURR/INSTRUCTION		STANDARDS		FACILITIES/EQUIPMENT		MARKETING/PR		LABOUR MARKET		PROGRAM REVIEW		EQUITY	
		ONCE*	TWICE	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM	DISC	RECOMM
Welder	Joint																
TOTAL TAB	28	9	0	9	2	9	0	0	0	0	0	0	0	2	0	0	0

* Curriculum and Examination Board meetings only

(Abbreviations: CURR = Curriculum, PR = Public Relations, DISC = Discussion, RECOMM = Recommendation)

Appendix C

Status of Recommendations

PROGRAM ADVISORY COMMITTEES (1994-95)

Status of Recommendations

PROGRAM	INSTITUTE	RECOM-MENDATIONS	COMPLETED	IN PROGRESS	NO ACTION
Accountancy	Palliser				
Administration/Public Admin /Business Admin	Pa/Wd				
Advanced Clinical Nursing	Wascana	3	3		
Agricultural Production	Wascana				
Animal Health Technology	Kelsey	14	14		
Applied Arts	Woodland	13	8	3	2
Applied Photography	Wascana	3	2	1	
Architectural Engineering Technology	Palliser	4	2	2	
Audiovisual Technician	Woodland	3		3	
Biological Sciences Technology	Kelsey	1	1		
Building Systems Operator/Technician	Wascana	1		1	
CADD Engineering Technology	Palliser				
CAD/CAM & Mechanical Engineering	Kelsey	2	1	1	
Certified Combined Technician	Kelsey	4	4		
Chemical Dependency Worker	Woodland	1		1	
Chemical Technology	Kelsey	1		1	
Civil Engineering Technology	Palliser				
Computer Engineering Technology	Palliser	2	1	1	
Computer Information Systems	Palliser	6	5	1	
Computer Systems Technology	Kelsey				
Corrections Worker	Woodland	5	3	2	
Dental Assisting	Wascana	1	1		
Dental Hygiene	Wascana	1	1		
Drafting Technician	Wascana	8	7	1	
Driver Training	Woodland	4	4		
Early Child. Dev./Rehab. Worker/Youth Care	Ke/Wd	10	7	3	
Electrical Engineering Technology	Palliser				
Electronic Communications Technician	Wascana	3	3		
Electronics Engineering Technology	Palliser	3	1	2	
Emergency Health Care	Wascana	9	5	4	
Food Services Administration	Kelsey	7	6	1	
Gerontological Nursing	Wascana	2	2		
Graphic Arts Production	Wascana	2		2	
Health Records Technology	Wascana	2	1	1	
Heavy Equipment Operator	Woodland	1		1	
Home Care/Special Care Aide	Kelsey	1		1	
Hotel & Restaurant Administration	Kelsey				
Industrial Electronics Technician/Technologist	Kelsey	3	1	2	

January 4, 1996

PROGRAM ADVISORY COMMITTEES (1994-95)

Status of Recommendations

PROGRAM	INSTITUTE	RECOM-MENDATIONS	COMPLETED	IN PROGRESS	NO ACTION
Instrumentation Engineering Technology	Palliser				
Integrated Resource Management	Woodland	1	1		
Library Technician	Kelsey				
Major Appliance Servicing	Wascana	1	1		
Marketing	Palliser	1		1	
Medical Laboratory Technology	Kelsey	2	1	1	
Medical Radiation Technology	Kelsey	3	2		1
Micro-Electronics Technician	Woodland	3		2	1
Nursing (Diploma) and Nursing Update	Ke/Wa	5	4	1	
Office Automation/Administration	Palliser	3	3		
Office Education	Pa/Wa/Wd	2	1	1	
Operating Room Nursing & Techniques	Wascana	1	1		
Outdoor Power Equipment Technician	Wa/Wd	5	2	3	
Pesticide Applicator	Wascana				
Pork Production Technician	Wascana	5	3	1	1
Power Engineering	Kelsey				
Practical Nursing/Practical Nursing Refresher	Wascana				
Production Line Welding	Palliser				
Psychiatric Nursing	Wascana	2	2		
Recreation & Leisure Diploma	Kelsey	2		2	
Retail Meatcutting	Kelsey	1	1		
Survey Engineering Technology	Palliser	3		3	
Water Resources Engineering Technology	Palliser				
TOTAL	61	160	105	50	5

Appendix D

Program Advisory Committee Membership

Geographic Distribution

Program Advisory Committee Membership Geographic Distribution

	Kelsey	Palliser	Wascana	Woodland	SIAST	
Number of Committees	20	15	22	8	65	
Saskatoon	123	22	40	23	208	28.3%
Regina	46	81	142	14	283	38.5%
Moose Jaw	1	13	13	1	28	3.8%
Prince Albert	7	4	13	34	58	7.9%
North Battleford	4	0	3	0	7	1.0%
Swift Current	4	0	2	1	7	1.0%
Yorkton	1	1	2	1	5	0.7%
Weyburn	2	1	2	0	5	0.7%
Estevan	3	4	5	0	12	1.6%
Melfort	3	0	1	2	6	0.8%
Maple Creek	0	0	1	0	1	0.1%
Other	47	13	46	9	115	15.6%
Total	241	139	270	85	735	
Saskatchewan	240	138	267	84	729	99.2%
Alberta	1	1	1	0	3	0.4%
Manitoba	0	0	1	1	2	0.3%
British Columbia	0	0	1	0	1	0.1%
Total	241	139	270	85	735	